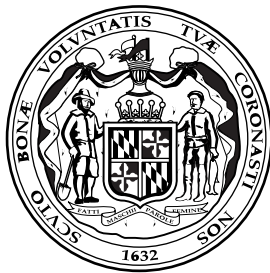


# ***English 1***



*Maryland High School Assessment*

Public Release, Fall 2001



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Monterey, California 93940-5703

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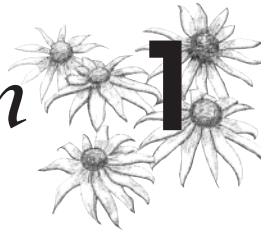
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# Session



## Sample A

Read the following sentences:

1. I am really enjoying a novel called *Cold Mountain*.
2. Charles Frazier wrote *Cold Mountain*.
3. *Cold Mountain* is a Civil War novel.

Which of these best combines the ideas into one sentence?

- A I am really enjoying a Civil War novel which is by Charles Frazier, *Cold Mountain*.
- B I am really enjoying *Cold Mountain*, a Civil War novel by Charles Frazier.
- C A novel by Charles Frazier, *Cold Mountain*, that I am really enjoying, is a Civil War novel.
- D *Cold Mountain*, which is a Civil War novel, is by Charles Frazier, and I am really enjoying it.

## Sample B

Read the sentence below.

The dog was wet it was hungry.

Choose the best revision for the underlined part of the sentence. If no changes are needed, choose the response "Best as it is."

- F wet, it
- G wet, and, it
- H wet, and it
- J Best as it is



---

Notice that the answer choices for Sample B are FGHJ. Selected response answer choices will alternate ABCD and FGHJ.

In addition to selected response questions such as Sample A and Sample B, there will be constructed response questions that require a written answer. Brief constructed response questions, which require a short written answer, have an icon labeled “BCR” below the question number in the Student Test Book. Extended constructed response questions, which require a longer written answer, have an icon labeled “ECR” below the question number in the Student Test Book. The Rubric Sheets provide information about how constructed response questions will be scored. There is one Rubric Sheet for BCR items and one for the ECR item. You may refer to the Rubric Sheets during the test.

Many questions refer to a reading selection or a student writing sample. Be sure to look back at the text to help you choose the correct answer. It will be helpful to keep your Student Test Book open so that both pages show.

Remember, read all directions and questions very carefully and choose the best answer for each question. If you are not sure about an answer, do the best you can, but don’t spend too much time on any one question.

Answer all questions until you come to the end of Session 1, where you will see a stop sign. If you finish early, you may check your answers in Session 1, but do not go on to Session 2. You have 80 minutes to complete Session 1.



# Directions

Read the story "The Tree of Love." Then answer Numbers 1 through 4.

## The Tree of Love

by Linda Goss

This story is a homage<sup>1</sup> to my family: my mother's voice, my father's singing, my brother's laughter, my granddaddy's stories, and the great tree that once stood in the backyard of my Tennessee family home.

Momma used to say, "Listen, Baby Dear, I can't be around with you always, but I want you to remember that no matter where you go or what you do, I want you to always be able to look out and see the trees."

At first I didn't know what she was talking about—some of her homespun folklore, I supposed. But I listened because, after all, this was Momma talking.

"Baby Dear, I want you to go out and walk among the trees. Go to the park, the woods where they are, and I want you to find one that appeals to you and then I want you to give it a big hug. Now, I know what you're thinking, even though you ain't saying nothing. I raised you so you wouldn't talk back to me or sass me."

5 "But Momma—" I interrupted.

"Listen, Baby Dear, I know you are going to worry about folks seeing you hugging trees and

thinking you're crazy or something. If they look at you strangely, don't pay them no mind. You go right ahead and hug that tree anyway."

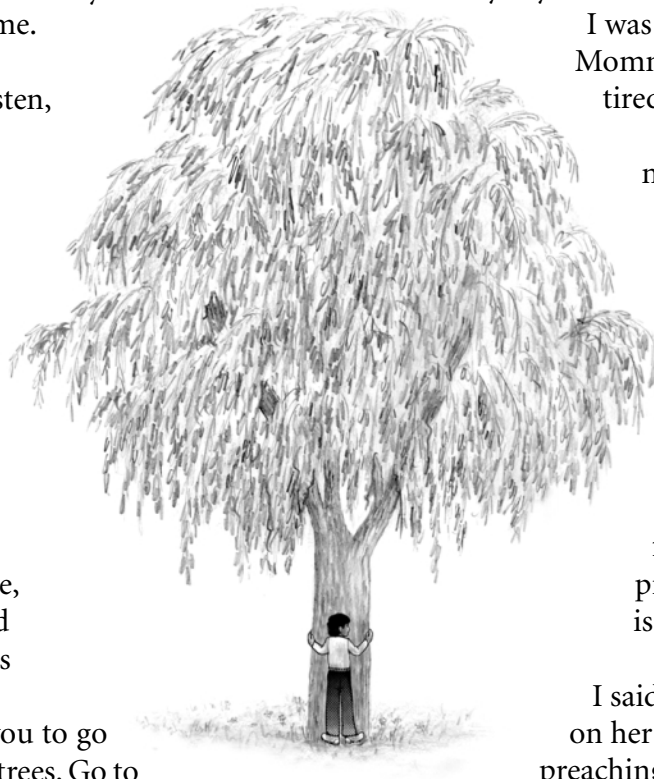
I was beginning to worry about Momma. She had been looking tired lately.

"I'm telling you that no matter how far you climb to the top of the tallest building, you got to be able to come back down and plant your feet on the ground, on the grass, on the dirt. We are a part of nature. Trees are God's gift to us human beings. Sometimes we act foolish and forget how precious life is. A tree is a living thing."

"Momma, I love you,"

I said, and I kissed her gently on her cheek. Momma was preaching now, so I listened all the more.

10 "Behold the beauty of a tree. Feel how firm and tough it is. Shake hands with the branches. Kiss the leaves. Don't be embarrassed. Trees have seen it all. They were here before we were. And if they ever disappear from the face of this earth, what hope or beliefs will humankind have then? The tree won't reject your love. Now my



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<sup>1</sup>homage: tribute

mamma, your grandmother, used to say, “The tree of love gives shade to all.”

Momma had a sadness in her eyes. She leaned her head back and paused for a moment as if looking at someone, and then she spoke:

Baby Dear, when I was a young child around nine or so, living down in Alabama, there was a great big old weeping willow tree in our backyard. The branches were so long and flowing that the children called them “arms.” My oldest brother, Matthew, called the tree “Old Willa.”

Now, that weeping willow had been standing in back of our farm before my great-great uncle was born, which would have been your great-great-great uncle. My mamma and pappa were married under Old Willa. We would have family gatherings, picnics, and good-time parties under Old Willa.

Some folks thought Old Willa had mystical powers. Miss Sally Mae, a root doctor, thought so. She would stop by every now and then and rubbed Old Willa’s trunk. It was a thing to see. Miss Sally Mae would talk to Old Willa and rub right in the middle of her trunk as if she was rubbing her stomach.

15 Sometimes Pappa would gather all of us ’round Old Willa. Pappa loved to tell stories, you know. He would tell us about Uncle LoveJoy, your great-great-great uncle. He called the story, “The Great Escape.” Uncle LoveJoy was a slave, and one night he escaped from the plantation, which was a few miles from the farm. He could hear the dogs and the slave catchers gaining up on him. He ran like the devil. He didn’t know which direction to run, but he could hear something or someone whispering to him, “Come, come.” So he ran in the path of the whispering. He ran and bumped his head

right into that weeping willow tree and hid behind it. Those dogs took another trail. Uncle LoveJoy thanked that tree.

Twenty years later he came back with his wife and children and some of her brothers and sisters, and they bought the land with the tree on it and built the farm. The family took good care of that farm and passed it on down to other family members, and that’s how your grandpa and grandma got it.

We’d have some fun times beneath Old Willa—but one day it all came to an end. The city developers came through and said that Old Willa had to be cut down because the tree was standing in the way of progress. Our farm and property was condemned by the city. The highways were coming through. The workers cut Old Willa down. They poured heaps of salt on her trunk so she wouldn’t grow back. My mamma was sad after that. You might say she never got over it. Pappa gathered the family around what was left of Old Willa.

“We are going to give this here tree a proper burial,” Pappa said.

We held hands around the tree, and Pappa said a prayer. We sang softly, “Like a tree standing by the water, I shall not be moved. I shall not be, I shall not be moved. I shall not be, I shall not be moved. Just like a tree standing by the water, I shall not be moved.”

20 Mamma began weeping and she cried out, “Old Willa was a love tree, and the tree of love gives shade to all. No matter where you go, children, or what you do, you find a tree and you give it a big hug. It doesn’t matter what kind of tree it is. It can be a sycamore, maple, elm, oak, birch—” Mamma kept naming different kinds of trees. We were amazed. We didn’t know that she knew the names of so many trees—“magnolia, spruce, fir, holly, banyan, cedar, dogwood, pine, hickory, pecan, chestnut, palm, black

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walnut—[She named fruit trees:] peach, pear, apple, coconut, cherry, pineapple.”

And then she said, “But my favorite is weeping willow.”

Mamma clutched her heart as if she had a pain. She walked over to Pappa and collapsed in his arms.

After Mamma’s funeral, Pappa was too sad to stay around the area, so he took me and my seven brothers and six sisters up north to Tennessee. We didn’t forget Mamma, but we eventually forgot about Old Willa. At least we never talked about the tree.

“Baby Dear, I told you this story now because when I saw you marching down the aisle getting your diploma, you stood tall and proud as a tree. Then I saw an image of Old Willa running through my mind.”

- 25 I grabbed Momma and hugged her tightly. I felt as though I was hugging Old Willa. “Oh, Momma,” I cried, “I thank you dearly for telling me this story. I promise you, Momma, that I will hug and kiss as many trees as I can.”



The phone rings, interrupting my daydream. My administrative assistant informs me the board meeting begins in ten minutes. I thank her and go back to my dream. Every time I see Momma, she tells me about Old Willa. For ten years now, since my college graduation, she always has something new to say about the family and the weeping willow.

I sit in a swivel highbacked chair working in a gray-colored office suite on the twenty-second floor in one of the busiest cities in the world, the Big Apple. I haven’t seen any apple trees. I do, however, go over to Central Park every now and then. I take my family with me, and sometimes I go alone. I have found an “Old Willa” in the park. It’s not a weeping willow tree. I don’t even call her Old Willa. I call her “Nuba,” a name of African ancestors long forgotten. I talk to her and she listens; she understands. Momma was right. The tree of love gives shade to all.

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**1** After previewing the title and the first two paragraphs, which of these is the best prediction a reader could make about “The Tree of Love”?

- A The story will focus on a romance.
- B The writer is an authority on trees.
- C The story is a myth about the creation of trees.
- D The tree represents something more than just a tree.

**2** The author includes the story about Uncle LoveJoy in paragraph 15 to emphasize

- F the injustice of slavery
- G Old Willa’s unusual size
- H the values of storytelling
- J Old Willa’s special powers

**3** An important theme in “The Tree of Love” is about people

- A taking care of one another
- B solving their conflicts peacefully
- C embracing their connection to nature
- D respecting the views of other cultures

**4** Read this sentence from the story.

Sometimes we act foolish and forget how precious life is.

Which of these words is not used as a verb in the sentence?

- F act
- G foolish
- H forget
- J is



# Directions

Read the poem "Absence." Then answer Numbers 5 through 8.

## Absence

by May Sarton

It was always there,  
The great white pine,  
Shelter and solid comfort.  
From the second floor  
I could watch red squirrels  
Play, nuthatches<sup>1</sup> lead  
Their compulsive lives  
In its ample branches.

From the third floor  
I could turn away  
From the glittering ocean  
And rest my eyes  
On the thick soft green.  
In all seasons wind  
Murmured through it.  
It was always present.  
We lived along together.

Until a winter hurricane  
Brought it, shuddering,  
Down against the house,  
Until that quiet strength  
Was broken by force.

On the second floor  
The windows are empty  
And here on the third  
Ragged firs  
And formless bits of sky  
Are only an irritation.  
The air is silent.  
Must we lose what we love  
To know how much we loved it?

It is always there now,  
That absence, that awful absence.

<sup>1</sup>nuthatches: small, lively birds



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**5** What is the meaning of the word *ample* as it is used in line 8?

- A bottomless
- B fat
- C free
- D spacious

**6** Which of these words is most closely related to the theme in "Absence"?

- F comfort
- G confusion
- H hope
- J loss

**7** Which of these phrases best describes the function of the tree in both "The Tree of Love" and "Absence"?

- A as characters
- B as features of the setting
- C as details to create mood
- D as complications to the plot

**8**  
**BCR** Write an explanation that tells how the speaker feels about the white pine tree in "Absence." Include details and examples from the poem to support your explanation. Write your explanation on the lines in your Answer Book.

## Directions

For Numbers 9 through 11, the sentences need to be revised for a new audience or purpose. Choose the sentence that best incorporates the necessary changes to style or tone and maintains the original meaning of the sentence.

- 9** I don't get why the government puts limits on drivers' licenses.

Revise to a formal style.

- A I do not understand governmental restrictions on drivers' licenses.
- B Lots of people can't figure out the government's rules for getting drivers' licenses.
- C You know, those governmental rules for obtaining drivers' licenses confuse many people.
- D I get so mixed up about the government's restrictions on drivers' licenses.

- 10** The route by which I come to school has many traffic lights, causing my arrival to be later than it should.

Revise to an informal style.

- F I'm often late to school because of all the traffic lights along the way.
- G The many traffic lights along my route often cause me to be late to school.
- H I often arrive at school late because of the numerous traffic lights along the way.
- J Because there are numerous traffic lights on my way to school, I often arrive late.

- 11** The council members are out of their minds if they think the people will tolerate such a ridiculous proposal.

Revise to a more diplomatic tone.

- A The council members are out of touch if they believe the people will like the proposal.
- B The council members are crazy if they think the people will go along with the proposal.
- C The council members fool themselves by thinking that the people will agree with the proposal.
- D The council members are mistaken if they believe the people will accept the proposal.

# D

irections

For Numbers 12 through 15, read the sentence. Then choose the best way to revise the sentence without changing its meaning. The first part of the sentence has been written for you.

- 12** After leaving late, we missed the tournament driving through the snowstorm.

We . . .

- F left late driving through the snowstorm and missed the tournament.
- G left late driving through the snowstorm, and we missed the tournament.
- H missed the tournament driving through the snowstorm after leaving late.
- J missed the tournament because we left late and drove through the snowstorm.

- 13** Noticing two trucks on his street, Jesse was walking home after school.

Jesse was . . .

- A walking home and noticed two trucks on his street after school.
- B on his street walking home and noticed two trucks after school.
- C walking home after school and noticed two trucks on his street.
- D on his street and noticed two trucks walking home after school.

- 14** We call our dog by his name, and he usually comes, but sometimes he ignores us.

Our dog . . .

- F usually ignores us, but he comes when we call his name sometimes.
- G usually comes when we call his name, but sometimes he ignores us.
- H sometimes ignores us, but he also usually comes when we call his name.
- J usually comes when we call his name, but he ignores us when we call him sometimes.

- 15** Princess Gloria, as a child, was more interested in the dessert at the dinner table than in the conversation.

As a child, . . .

- A the dessert, more than the conversation, at the dinner table interested Princess Gloria.
- B Princess Gloria was more interested in the dessert than in the conversation at the dinner table.
- C the conversation interested her, but Princess Gloria was really more interested in the dessert at the dinner table.
- D at the dinner table, Princess Gloria was interested in the conversation, but she was even more interested in the dessert.

## Directions

For Number 16, choose the best revision for the underlined word. If no changes are needed, choose the response "Best as it is."

- 16** Some people enjoy reading in their spare time since others prefer playing computer games.

- F because
- G so
- H while
- J Best as it is

# Directions

Read the poems "Dana Moran" and "Paul Hewitt." Then answer Numbers 17 through 19.

## Dana Moran

I was in such a hurry to get out of school  
 That I took a shortcut.  
 I dropped out.  
 Now I work full time at the local Kmart  
 Putting out stock, 5  
 Handling the register,  
 Dealing with the crazy customers  
 Who hassle me about returns,  
 Who cut the line,  
 Who think I cheat them by ringing up  
 the wrong prices. 10  
 Taking stock of what I've done  
 I see that the shelves of my life are kinda empty,  
 Bare, in fact.  
 When will it register that  
 There are no express lines to happiness? 15  
 I am such a fool.  
 Check it out.

—Mel Glenn

## Paul Hewitt

Please, sir, I don't mean to be disrespectful.  
 I did raise my hand.  
 I mean, who cares if Macbeth becomes a monster,  
 If Huck Finn rescues Jim,  
 If Willie Loman never finds happiness? 5  
 They're just characters in books.  
 What have they got to do with me?  
 I mean, I'm never going hunting for white whales.  
 I'm never going to fight in the Civil War.  
 And I certainly don't live in the Dust Bowl. 10  
 Tell me instead how to  
 Make money, pick up girls.  
 Then maybe I'll listen.  
 You got any books that deal with real life?

—Mel Glenn

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 "Paul Hewitt" from *Class Dismissed II: More High School Poems* by Mel Glenn, copyright © 1986 by Mel Glenn. Used by permission of the author.

**17****BCR**

Write an explanation that tells how certain words and phrases such as “taking stock,” “the shelves of my life,” and “check it out” have double meanings in “Dana Moran.” Include details and examples from the poem to support your explanation. Write your explanation on the lines in your Answer Book.

**18**

Which of these statements is best supported by the poem “Paul Hewitt”?

- F Paul does not remember much of what he is taught.
- G Paul is interested in making a good impression on his teachers.
- H Paul is concerned about his social status among his classmates.
- J Paul does not think school is related to his needs and interests.

**19**

Which word best describes the speaker’s tone in both “Paul Hewitt” and “Dana Moran”?

- A confident
- B resentful
- C rude
- D satisfied

## Directions

Maya's social studies class visited the NASA–Goddard Space Flight Center in Greenbelt, Maryland. After the visit, Maya wrote a report about Robert Goddard, the man for whom the center is named. Numbers 20 through 26 are about Maya's report.

- 20** Before writing her report, Maya read about Goddard's life. She decided to focus her report on his early life.

According to this information, which of these steps in the writing process has Maya done?

- F organized ideas
- G revised for clarity
- H limited the topic
- J documented information



Read Maya's rough draft of the report. Then answer Numbers 21 through 26.

1 Robert Goddard, whose research led to the invention of multi-stage rockets and rocket launchers, had a very unusual early life. 2 Born in 1882 in Massachusetts he was sick for most of his teenage years. 3 Following the eighth grade, he spent the next two years in bed with tuberculosis. 4 He read a whole bunch. 5 Among his favorite books was Twenty Thousand Leagues Under the Sea by Jules Verne. 6 He didn't waste those years, however. 7 Goddard saw many of the author's predictions come true during his lifetime. 8 As a child, Goddard believed that space flight would be possible one day. 9 He was still a teenager when he developed his idea of rocket travel into space. 10 While in school, he wrote articles about people living on Mars and submitted the articles to scientific journals. 11 However, the journal editors refused to publish his articles because they thought his ideas were science fiction—not science. 12 In spite of having his ideas ridiculed, Goddard got to be known as the father of modern rocketry.

**21** In Sentence 1, what does the word *unusual* imply about Goddard's early life?

- A It had many funny moments.
- B It was full of shocking events.
- C It had never been heard of before.
- D It was not like other children's lives.

**22** Sentence 6 is misplaced. Where should it be moved?

- F after Sentence 1
- G after Sentence 3
- H after Sentence 7
- J after Sentence 8

**23** Which of these is the best revision of Sentence 4 to make its tone consistent with the rest of the paragraph?

- A He read lots.
- B He read extensively.
- C He just kept on reading.
- D He read a bunch of books.

**24** Read the information below from a chapter on style in a language handbook.

- Avoid the use of *got* in place of *be* or *become*.
- Avoid the use of *got* or *got to* in place of *start* or *begin*.
- Avoid the use of *have got* in place of *must*.

In Sentence 12, which of these is the best way to revise the phrase “got to be known”?

- F became known
- G got known
- H must have been known
- J Best as it is

**25** Maya reviewed these rules in a language handbook before editing Sentence 2.

**Use a comma**

- following introductory elements.
- between items in a series.
- before conjunctions (*and*, *but*, *or*, *nor*, *for*, *so*, and *yet*) when they link main clauses.
- to set off parenthetical elements, such as *on the other hand*, *in fact*, *therefore*.

**Then Maya edited Sentence 2 to read as follows:**

Born in 1882 in Massachusetts, he was sick for most of his teenage years.

**Did Maya edit the sentence correctly?**

- A yes, because a comma is needed between items in a series
- B no, because there is no conjunction linking main clauses
- C yes, because a comma is needed after introductory elements
- D no, because the words between the commas are not parenthetical

**26** Read the information below from a language handbook.

Capitalize all the words in titles and subtitles of works *except*

- articles (*a, an, the*), unless used as the first word of a title.
- conjunctions (for example: *and, or, but*).

Which of these is the correct way to capitalize the book title in Sentence 5?

- F *Twenty thousand leagues under the sea*
- G *Twenty Thousand Leagues under the Sea*
- H *Twenty Thousand Leagues Under The Sea*
- J Best as it is

# Directions

Read the story "An Unlikely Star." Then answer Numbers 27 through 30.

## An Unlikely Star

by Robert Fulghum

A kindergarten teacher I know was asked to have her class dramatize a fairy tale for a teacher's conference. After much discussion, the children achieved consensus on that old favorite, "Cinderella." The classic old "rags to riches" story that never dies. "Cream will rise" is the moral of this tale—someday you may get what you think you deserve. It's why adults play the lottery with such passion.

"Cinderella" was a good choice from the teacher's point of view because there were many parts and lots of room for discretionary padding of parts so that every child in the class could be in the play. A list of characters was compiled as the class talked through the plot of the drama: There was the absolutely ravishing Cinderella, the evil stepmother, the two wicked and dumb stepsisters, the beautiful and wise fairy godmother, the pumpkin, mice, coachman, horses, the king, all the people at the king's ball—generals, admirals, knights, princesses, and, of course, that ultimate object of fabled desire, the Prince—good news incarnate.

The children were allowed to choose roles for themselves. As the parts were allotted, each child was labeled with felt pen and paper, and sent to stand over on the other side of the room while casting was completed. Finally, every child had a part.

Except one.

One small boy. Who had remained quiet and disengaged from the selection process. A somewhat enigmatic kid—"different"—and because he was plump for his age, often teased by the other children.

"Well, Norman," said the teacher, "who are you going to be?"

"Well," replied Norman, "I am going to be the pig."

"Pig? There's no pig in this story."

"Well, there is now."

Wisdom was fortunately included in the teacher's tool bag. She looked carefully at Norman. What harm? It was a bit of casting to type. Norman did have a certain pigginess about him, all right. So be it. Norman was declared the pig in the story of Cinderella. Nobody else wanted to be the pig, anyhow, so it was quite fine with the class. And since there was nothing in the script explaining what the pig was supposed to do, the action was left up to Norman.

As it turned out, Norman gave himself a walk-on part. The pig walked along with Cinderella wherever Cinderella went, ambling along on all fours in a piggy way, in a costume of his own devising—pink long underwear complete with trapdoor rear flap, pipe-cleaner tail, and a paper cup for a nose. He made no sound. He simply sat on his back haunches and observed what was going on, like some silently supportive Greek chorus. The expressions on his face reflected the details of the dramatic action. Looking worried, sad, anxious, hopeful, puzzled, mad, bored, sick, and pleased as the moment required. There was no doubt about what was going on, and no doubt that it was important. One look at the pig and you knew. The pig was so earnest. So sincere. So very "there." The pig brought gravity and mythic import to this well-worn fairy tale.

At the climax, when the Prince finally placed the glass slipper on the Princess's foot and the ecstatic couple hugged and rode off to live happily ever after, the pig went wild with joy, danced around on his hind legs, and broke his silence by barking.

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In rehearsal, the teacher had tried explaining to Norman that even if there was a pig in the Cinderella story, pigs don't bark. But as she expected, Norman explained that *this* pig barked.

And the barking, she had to admit, *was* well done.

The presentation at the teacher's conference was a smash hit.

At the curtain call, guess who received a standing ovation?

Of course. Norman, the barking pig.

Who was, after all, the *real* Cinderella story.

Word of a good thing gets around, and the kindergarten class had many invitations to come and perform Cinderella. Sometimes the teacher would have to explain what it was about the performance that was unique.

"It has a pig in it, you see?"

"Oh, really?"

"Yes, the star of the show is . . . a barking pig."

"But there's no barking pig in 'Cinderella.'"

"Well, there is now."



**27** Based on the first paragraph, a reader could most likely predict that the passage will be about

- A the foolishness of playing the lottery
- B a character who undergoes a change for the better
- C meetings that are scheduled at a teacher's conference
- D how kindergarten children rarely agree on their favorite fairy tale

**28** Read this sentence from the passage.

Wisdom was fortunately included in the teacher's tool bag.

Which word best describes the author's tone in this sentence?

- F admiring
- G neutral
- H sarcastic
- J surprised

**29** The theme of "An Unlikely Star" is mostly about a child

- A overcoming his fear of failure
- B defining his place in the world
- C learning to get along with others
- D developing respect for his teacher

**30** Read this sentence from the passage.

A list of characters was compiled as the class talked through the plot of the drama.

Which of these is the subject in this sentence?

- F characters
- G class
- H list
- J plot

# *Session* **2**

Answer all questions until you come to the end of Session 2, where you will see a stop sign. If you finish early, you may check your answers in Session 2, but do not go back to Session 1. You have 65 minutes to complete Session 2.

# Directions

Read the poem "How I Learned English." Then answer Numbers 31 through 34.

## How I Learned English

It was in an empty lot  
 Ringed by elms and fir and honeysuckle.  
 Bill Corson was pitching in his buckskin jacket,  
 Chuck Keller, fat even as a boy, was on first,  
 His t-shirt riding up over his gut, 5  
 Ron O'Neill, Jim, Dennis, were talking it up  
 In the field, a blue sky above them  
 Tipped with cirrus.

And there I was,  
 Just off the plane and plopped in the middle  
 Of Williamsport, Pa., and a neighborhood game,  
 Unnatural and without any moves,  
 My notions of baseball and America  
 Growing fuzzier each time I whiffed.



So it was not impossible that I, 15  
 Banished to the outfield and daydreaming  
 Of water, or a hotel in the mountains,  
 Would suddenly find myself in the path  
 Of a ball stung by Joe Barone.  
 I watched it closing in  
 Clean and untouched, transfixed  
 By its easy arc before it hit  
 My forehead with a thud.

I fell back,  
 Dazed, clutching my brow, 25  
 Groaning, "Oh my shin, oh my shin,"  
 And everybody peeled away from me  
 And dropped from laughter, and there we were,  
 All of us writhing on the ground for one reason  
 Or another.



Someone said "shin" again,  
 There was a wild stamping of hands on the ground,  
 A kicking of feet, and the fit  
 Of laughter overtook me too,  
 And that was important, as important 35  
 As Joe Barone asking me how I was  
 Through his tears, picking me up  
 And dusting me off with hands like swatters,  
 And though my head felt heavy,  
 I played on till dusk  
 Missing flies and pop-ups and grounders  
 And calling out in desperation things like  
 "Yours" and "take it," but doing all right,  
 Tugging at my cap in just the right way,  
 Crouching low, my feet set, 45  
 "Hum baby" sweetly on my lips.

Gregory Djanikian

"How I Learned English" from *Falling Deeply into America* by Gregory Djanikian, copyright © 1989 by Gregory Djanikian. Used by permission of Carnegie Mellon University Press.

**31** Which of these best describes the speaker's personality?

- A bored and restless
- B curious and cautious
- C sincere and good-natured
- D timid and quick-tempered

**32** In line 19, the poet uses the word *stung* to suggest that Joe Barone

- F hit a foul ball
- G hit the ball hard
- H damaged the ball
- J was hit by the ball

**33** The speaker's tone in this poem is mostly

- A amused
- B inspired
- C sarcastic
- D serious



**34** Which of these statements is true for the speaker in "How I Learned English" and for Norman in "An Unlikely Star"?

- F The speaker in the poem hides his feelings, but Norman reveals his feelings.
- G The speaker in the poem tries to please his peers, but Norman tries to please his teacher.
- H The speaker in the poem hates being laughed at, but Norman enjoys acting like a clown.
- J The speaker in the poem takes on a given role, but Norman creates a new role for himself.

**35**  
**ECR** Think about a time you or someone else received advice and then decided whether to follow it.

Write an essay telling whether this was a good decision. Include details about the situation, the decision, and the consequences. Make sure your essay is fully developed and logically organized. Write your essay on the lines in your Answer Book.

## Directions

As part of his Student Service Learning hours, Chris volunteers for a non-profit organization that builds quality, affordable housing. To complete his graduation requirement, Chris needs to keep a journal of his activities while participating in the service learning project. His project coordinator will read his journal. Numbers 36 through 42 are about Chris's journal.

**36** The project coordinator gave Chris the following list of ideas to include in his journal:

- how to be a helpful member of a team
- how to prepare for work
- what was learned while being a volunteer

Which of these other ideas would be best to include in his journal?

- F how volunteer organizations raise money
- G what kinds of projects other students worked on
- H the kinds of skills learned while working on the project
- J the different types of volunteer organizations in Maryland

# D

irections

Read these three entries from Chris's journal. Then answer Numbers 37 through 42.

January 13

<sup>1</sup>I signed up to work for a non-profit organization that builds affordable houses for people. <sup>2</sup>The volunteer coordinator for the project showed me the list of jobs. <sup>3</sup>I decided I would like to paint the walls of the new house we would be building.

February 16

<sup>4</sup>Today I attended a training session at Westfield Community Center. <sup>5</sup>We were told to wear old clothes due to the fact that we might get dirty. <sup>6</sup>The painters showed us after preparing the walls how to get our materials ready. <sup>7</sup>Then I learned how to use a roller. <sup>8</sup>We learned how to clean our tools when we finished. <sup>9</sup>It was kind of fun. <sup>10</sup>I got covered in paint!

March 15

<sup>11</sup>To complete my paperwork for class, I had to read about the organization. <sup>12</sup>I learned about the types of projects the organization does all over the country.

**37** Which of these sentences best follows Sentence 12?

- A In addition, other types of service organizations also build or fix homes.
- B The house I worked on required many hours of work by a team of professionals.
- C Homes in the Northeast are often of a different style from homes in the Southwest.
- D The organization does everything from building new homes in Arizona to fixing up old houses in Massachusetts.

**38** Chris wants to describe in detail the different painting methods that house painters can use. Which of these books would most likely contain helpful information?

- F *Painting Outdoors: Painting the Perfect Landscape*
- G *Painting and Brush Styles: Secrets of Great American Artists*
- H *How to Paint and Draw: A Complete Home Course on Techniques*
- J *The Complete Book of Painting: A Guide to Paint Techniques for the Home*

- 39** Chris reviewed these rules in a language handbook before revising Sentence 5.

1. Use slang only when appropriate.
2. Revise dialect and nonstandard language.
3. Delete or shorten empty words and phrases.
4. Revise unnecessary repetition to achieve conciseness.

Then Chris revised Sentence 5 to read as follows:

We were told to wear old clothes <sup>because</sup> ~~due~~  
~~to the fact that~~ we might get dirty.

Which of the suggestions above did Chris follow?

- A Suggestion 1
- B Suggestion 2
- C Suggestion 3
- D Suggestion 4

- 40** Which of these best combines the ideas in Sentences 9 and 10 into one sentence?

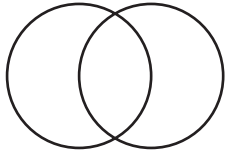
- F Because it was kind of fun, I got covered in paint!
- G It was kind of fun; nevertheless, I got covered in paint!
- H In order for it to be kind of fun, I got covered in paint!
- J It was kind of fun, even though I got covered in paint!

- 41** Which of these is the best way to revise Sentence 6?

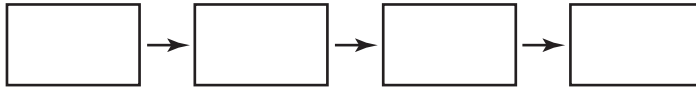
- A After preparing the walls, the painters showed us how to get our materials ready.
- B The painters showed us after they prepared the walls, how to get our materials ready.
- C The painters prepared the walls, and then after that they showed us how to get our materials ready.
- D Showing us how to prepare walls, the painters also showed us how to get our materials ready.

- 42** Chris's project coordinator asked him to use a graphic organizer to show the order of the important dates and events in his project. Which of these would be the best to use?

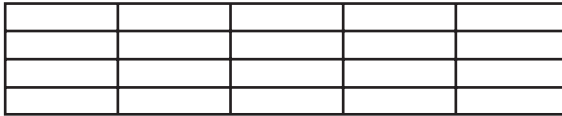
F



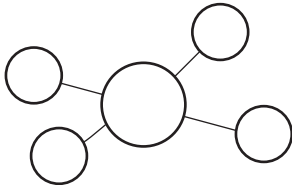
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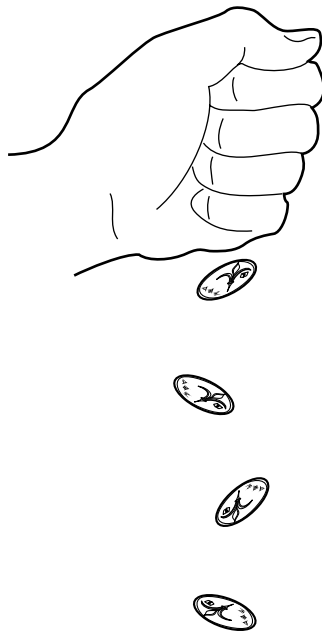
# Directions

Read the story "A Nincompoop." Then answer Numbers 43 through 47.

## A Nincompoop

*Anton Chekhov*

*About the author: Anton Chekhov (1860–1904) was a Russian dramatist and short story writer whose works have had a great influence on modern literature.*



A few days ago I asked my children's governess, Julia Vassilyevna, to come into my study.

"Sit down, Julia Vassilyevna," I said. "Let's settle our accounts. Although you most likely need some money, you stand on ceremony and won't ask for it yourself. Now then, we agreed on thirty rubles a month. . . ."

"Forty."

"No, thirty. I made a note of it. I always pay the governess thirty. Now then, you've been here two months, so . . ."

"Two months and five days."

"Exactly two months. I made a specific note of it. That means you have sixty rubles coming to you. Subtract nine Sundays . . . you know you didn't work with Kolya on Sundays, you only took walks. And three holidays . . ."

Julia Vassilyevna flushed a deep red and picked at the flounce of her dress, but—not a word.

"Three holidays, therefore take off twelve rubles. Four days Kolya was sick and there were no lessons, as you were occupied only with Vanya. Three days you had a toothache and my wife gave you permission not to work after lunch. Twelve and seven—nineteen. Subtract . . . that leaves . . . hmmm . . . forty-one rubles. Correct?"

Julia Vassilyevna's left eye reddened and filled with moisture. Her chin trembled; she coughed nervously and blew her nose, but—not a word.

"Around New Year's you broke a teacup and saucer: take off two rubles. The cup cost more, it was an heirloom, but—let it go. When didn't I take a loss! Then, due to your neglect, Kolya climbed a tree and tore his jacket: take away ten. Also due to your heedlessness the maid stole Vanya's shoes. You ought

"A Nincompoop" from *Anton Chekhov: Selected Stories* by Anton Chekhov, translated by Ann Dunnigan, translation copyright © 1960 by Ann Dunnigan. Used by permission of Dutton Signet, a division of Penguin Putnam, Inc.

to watch everything! You get paid for it. So, that means five more rubles off. The tenth of January I gave you ten rubles. . . .”

“You didn’t,” whispered Julia Vassilyevna.

“But I made a note of it.”

“Well . . . all right.”

“Take twenty-seven from forty-one—that leaves fourteen.”

Both eyes filled with tears. Perspiration appeared on the thin, pretty little nose. Poor girl!

“Only once was I given any money,” she said in a trembling voice, “and that was by your wife. Three rubles, nothing more.”

“Really? You see now, and I didn’t make a note of it! Take three from fourteen . . . leaves eleven. Here’s your money, my dear. Three, three, three, one and one. Here it is!”

I handed her eleven rubles. She took them and with trembling fingers stuffed them into her pocket.

“*Merci*,”<sup>1</sup> she whispered.

I jumped up and started pacing the room. I was overcome with anger.

“For what, this—‘*merci*’?” I asked.

“For the money.”

“But you know I’ve cheated you—robbed you! I have actually stolen from you! *Why* this ‘*merci*’?”

<sup>1</sup>*Merci* (mâr-se’): French for “Thank you.”

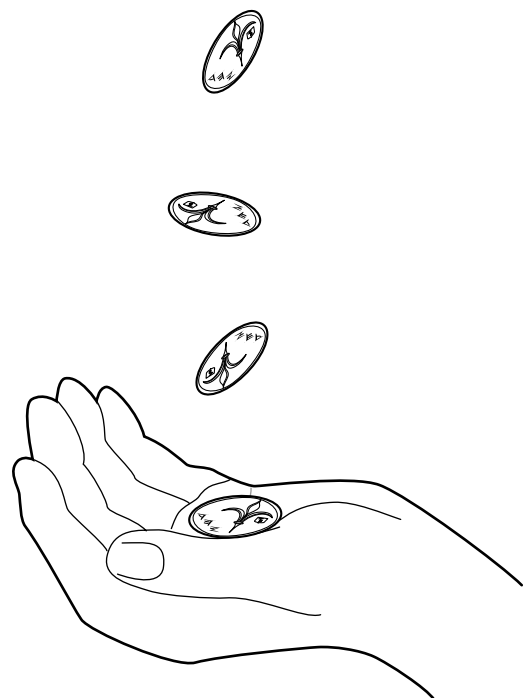
During the nineteenth century in czarist Russia, French was spoken by the upper classes.

“In my other places they didn’t give me anything at all.”

“They didn’t give you anything? No wonder! I played a little joke on you, a cruel lesson, just to teach you. . . . I’m going to give you the entire eighty rubles! Here they are in an envelope all ready for you. . . . Is it really possible to be so spineless? Why don’t you protest? Why be silent? Is it possible in this world to be without teeth and claws—to be such a nincompoop?”

She smiled crookedly and I read in her expression: “It is possible.”

I asked her pardon for the cruel lesson and, to her great surprise, gave her the eighty rubles. She murmured her little “*merci*” several times and went out. I looked after her and thought: “How easy it is to crush the weak in this world!”



**43** Which word pair would the narrator most likely use to describe Julia?

- A thoughtless and rude
- B passive and fearful
- C rebellious and unreliable
- D careless and unmotivated

**44** Reading this story would most likely encourage readers to

- F speak up for their rights
- G give in to their bosses' authority
- H be cruel to people for their own good
- J improve working conditions for women

**45** Read this sentence from the story.

Her chin trembled; she coughed nervously and blew her nose, but—not a word.

In this sentence, the author uses the phrase *not a word* mostly to

- A emphasize Julia's timidity
- B emphasize the narrator's wealth
- C suggest the narrator is speechless
- D suggest Julia is not paying attention

**46** Read these three sentences from a student's summary of "A Nincompoop."

1. The employer recounted Julia's errors.
2. Julia broke an heirloom and neglected Kolya.
3. Julia listened and perspired.

Which of these best combines the ideas into one sentence?

- F The employer recounted how Julia broke an heirloom and neglected Kolya as she listened and perspired.
- G Julia perspired while listening to her employer recount how she broke an heirloom and neglected Kolya.
- H Julia perspired when she broke an heirloom, neglected Kolya, and listened to the employer recount her errors.
- J As the employer recounted Julia's errors, which were breaking an heirloom and neglecting Kolya, Julia perspired.



**47** Read this sentence from the story.

Here they are in an envelope all ready for you.

The subject of this sentence is

- A Here
- B they
- C envelope
- D you

**D**irections

For Numbers 48 and 49, choose the best response.

**48** Read the following sentences:

1. Jogging by yourself is enjoyable.
2. It is a healthy form of exercise.
3. You can become familiar with your neighborhood.

Which of these best combines the ideas into one sentence?

- F You can become familiar with your neighborhood when jogging by yourself, which is an enjoyable and healthy form of exercise.
- G Jogging by yourself is an enjoyable, healthy form of exercise and a good way to become familiar with your neighborhood.
- H Jogging is an enjoyable and healthy form of exercise through which you can become familiar with your neighborhood and do by yourself.
- J An enjoyable and healthy form of exercise is jogging, which you can do by yourself, and you can become familiar with your neighborhood.

**49** Read the following sentence:

Jacqui's parents and teachers asked her friends if they would help with the preparations for the party.

In this sentence, *they* refers to

- A parents
- B teachers
- C friends
- D preparations

**D**irections

For Numbers 50 and 51, choose the best revision for the underlined sentence. If no changes are needed, choose the response "Best as it is."

**50** The moon rose over the horizon it looked like a huge gold coin.

- F The moon, like a huge gold coin, rising over the horizon.
- G Looking like a huge gold coin, the moon rising over the horizon.
- H As the moon rose over the horizon, it looked like a huge gold coin.
- J Best as it is

**51** The barking dog running through the park chasing all the ducks.

- A The barking dog ran through the park and chased all the ducks.
- B While the barking dog ran through the park chasing all the ducks.
- C Although the barking dog ran through the park, chasing all the ducks.
- D Best as it is

# D

irections

The information below is from a chapter on punctuation in a language handbook. Read the information, and then answer Number 52.

**Use a comma**

- only where required.
- to prevent misreading.
- to set off most introductory words or phrases.
- between two or more adjectives that equally modify the same word.

**52** Read the sentence below.

Though sick pets may still like to be held by their owners.

Choose the best way to edit the sentence.

- F Though sick pets may still like to be held, by their owners.
- G Though sick pets, may still like to be held by their owners.
- H Though sick, pets may still like to be held by their owners.
- J Best as it is

# D

irections

The information below is from a chapter on punctuation in a language handbook. Read the information, and then answer Number 53.

**Use a comma**

- to separate most parts of dates, addresses, and place names.
- following introductory words or phrases: *Whenever the bell rings*, we change classes.
- to set off appositives: The dog, *a golden retriever*, chased the ball.

**53** Read the sentence below.

I remember July 10 the hottest day of the year because my family moved that day.

Which of these is the correct way to edit the sentence?

- A I remember July 10, the hottest day of the year, because my family moved that day.
- B I remember July 10 the hottest day of the year, because my family moved that day.
- C I remember July 10, the hottest day of the year because my family moved that day.
- D Best as it is

